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ABSTRACT

Of the 919 students who received associate degrees (72%), certificates of achievement (14%), or certificates of completion (14%) in June 1977 from one of the three campuses of the Community College of Denver, 698 responded to a follow-up survey six weeks after graduation. The survey report is divided into six sections. Part I looks at the graduating class by campus, type of degree, major, and division. Using factors of employment, wage, and unemployment status; factors in job selection; relevance of school training to job; reasons for selecting major; current school attendance; educational interest; and evaluation of college major, Part II compares graduates by campus, Part III compares occupational studies and general studies graduates, and Part IV compares graduates by curriculum areas. Part V makes cross-comparisons between selected elements and Part VI presents a summary. Employment information reveals that 74% of the occupational studies graduates were employed, compared to 64% of the general studies graduates; of those unemployed, 88% of general studies graduates and 47% of occupational studies graduates were not seeking employment. Employment was highest among graduates in mathematics (100%), industrial occupations (85%), business (70%), and health occupations (69%); over 55% of graduates were employed in jobs related to their college major. (MB)

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**Community College of Denver**

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# FOLLOW-UP REPORT OF THE SPRING 1977 GRADUATES OF COMMUNITY COLLEGE OF DENVER

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Research Report No. 20

June, 1978

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| | |
|---|---|
| Dr. Martin Van de Visse | College Coordinator of Job Placement Services<br>Dean of Student Services, Auraria Campus |
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| Mr. Charles Epperson<br>Mr. John Waldeck | North Campus |
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# INTRODUCTION

For a number of years follow-up studies of graduates have been conducted by colleges and universities throughout the nation. This type of institutional analysis is generally considered to be one of the major components of the college's or university's self-evaluation procedure.

Interest in such analysis as a follow-up study is brought about by a number of factors. Education (i.e. teaching) is rather abstract. Some individuals would be tempted to classify it as an art rather than as a science. Thus, there is always some degree of curiosity as to the outcome of the process. The faculty member may ask such questions as: How are my students doing now that they have graduated? How are my students utilizing what I taught them? This is not to say that such reflections by the faculty member are necessarily bad. Due to the nature of education, one derives very little concrete satisfaction from the general classroom situation. As opposed to individuals in other occupations; very little, if any, tangible evidence of success is felt by the faculty member. The institution, much like the individual faculty member, experiences the same frustration. Exactly what tools did the institution give to the graduate? Where did the institution fall short in preparing the graduate for the "real world?" Can the student, in retrospect, help the insitution in self-analysis to the end that programs and services may be improved?

The follow-up study provides a tool by which the institution can evaluate the level of educational satisfaction or dissatisfaction derived by the student. The study can provide a crude measure of the quality of education provided as perceived by the student. There has been a call for quality in education. Perhaps the best measure of quality can be seen in the "success" of the institution's graduates. This information can be gleaned from a follow-up study. Thus, such a study as this is an important tool in evaluating the product of a college or university.

## OBJECTIVES

There are various objectives involved in a follow-up study. Some are quite broad and others are more specific. Typical objectives for a follow-up study are listed below, those with an asterisk (*) are addressed in this report.

1. To obtain basic information and knowledge about graduates.

   a. Where are they
   b. At what are they employed
   *c. What wages are they earning

2. To find out the kinds of opportunities available to graduates as a result of their education.

   *a. Jobs placement rates
   *b. Transfer opportunities
   c. Improved personal lives

3. To establish if a relationship exists between "real world" opportunities for graduates and the programs and services provided by the College.

   *a. Is the job related to the college program
   *b. Is the transfer student able to make the transition smoothly

4. To obtain the students' frank evaluations of the college programs and college services.

   *a. How does the student see his/her schooling in retrospect
   b. What suggestions does he/she have for improvement
   *c. Did the student get what he/she wanted or needed

*5. To provide data on college graduates for those with a need to know.

   To provide information for national and state educational agencies such as the Department of Health, Education, and Welfare; the Veteran's Administration; the State Board for Community Colleges and Occupational Education; and others.

6. To provide a basis for the decision-making process of the institution.

   *a. To provide information to faculty, Division Directors, and Deans for program and service improvement.

*b. To provide information for long- and short-range planning to the Denver Area Council, the President, and Vice-Presidents.

In summary, the justification for follow-up studies is that they provide significant information and insight which can be utilized (along with other information) to continually improve the educational endeavor of the college. These studies draw their information from an important segment of the college - the graduates - a group which is a major reason for the existence of the institution. The information generated from this group can greatly contribute to a rational decision-making process which may lead to a betterment of programs and services, thus, a better college.

## STUDY SAMPLE

This study is limited to the June 1977 graduating class of the Community College of Denver. This is the largest and most recent graduating class of the Community College of Denver for which survey data were available at the time the study was done. The graduating class consisted of 919 students who were awarded Asssociated Degrees, Certificates of Achievement, and Certificates of Completion. Of the 919 graduates, 698 students (76%) responded to a survey conducted during the summer of 1977 (approximately six weeks after graduation).

## SOURCES OF THE INFORMATION

The data used in this analysis were taken largely from two sources. First, the College records of the Spring, 1977 graduating class. This information yielded the basic data on the type of degree or certificate awarded, the student's major, the division from which he/she graduated as well as his/her home campus.

The second and primary source of information was the survey instrument mailed out to the graduates by Job Development and Placement Coordinators on each campus. The information generated from this document provided the basis for most of the analyses and findings in this study. It is a very useful tool, although it was not originally developed to provide information for such comprehensive and definitive analysis. This survey form is entitled "Initial Follow-Up Survey of Former Community College Students," and a copy is included in the appendix to this study. It has been in use for a number of terms at the Community College of Denver, and the primary purpose has been to provide data to outside agencies and yield some input for internal use. Summaries of previous years are on file in the Office of Research and Development in Central Administration, Community College of Denver.

## SCOPE AND LIMITATIONS

This study is based on 698 of the 919 graduates of the Community College of Denver in June 1977. Several limitations exist with reference to the study and the reader is warned to exercise caution in interpreting the data. Since there was not a complete response on the survey instrument, this may introduce some level of error in the research. Within the questionnaire not all items yielded a response, so the number of responses varies with each question. The fact that the survey was made six weeks after graduation and in mid-summer may yield some misleading analyses for questions related to school attendance.

Some questions allowed for more than one answer. That is, in a question with several choices, some students* selected one, others may have selected two or more answers with no indication of priority ranking. Although most of the questions were quite straightforward, there is always the chance for misinterpretation and thus misleading answers. There is sometimes a discrepancy between the student's perception and the College record of such things as the division in which he/she was enrolled, the type of certificate issued, etc. Another problem is the size of the sample of the study. Although the total group of 698 is a large sample, the problem comes when breaking it down by campus and division. Some of the groups were very small and thus comparison may not always be reliable. Most of the comparisions are done on the basis of percentages. This works well with reasonably large groups; however, it yields less valid comparisons where group size decreases, especially when group size reaches only two or three observations.

These are some of the limiting factors in the study. Nevertheless, it is felt that the overall results are useful and provide insights which can be helpful in analyzing the programs and services of the College.

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*The terms graduates, students, and respondents are used interchangeably in the remainder of this paper. In each case, it is understood that reference is to those students who earned a degree or a certificate from Community College of Denver and responded to the survey.

## ORGANIZATION OF THIS REPORT

This report basically proceeds from the broader aspects to the more detailed. The first part sets forth the major characteristics of the graduating class by campus, type of degree, major, and division. Part II compares graduate characteristics among the campuses. Part III makes comparisons between Occupational Studies graduates and General Studies graduates. Part IV draws comparisons among graduates by curriculum areas. Part V of the study makes a series of cross-comparisons between selected elements. Part VI summarizes the report for those who wish just an overview.

## PART I

## GENERAL CHARACTERISTICS

The class of 1977 contained 919 individuals who received degrees or certificates of which 698 responded to the questionnaire and upon which the following information is based. These are the individuals who completed some type of program, making them eligible for a degree or certificate. Approximately three-fourths (72%) of the class received Associate Degrees. The remaining students were split into two groups of equal size (14% each) receiving Certificates of Achievement and Certificates of Completion.

On the Red Rocks Campus 87% of the respondents earned Associate Degrees; whereas, only 64% earned this degree on the North Campus. North issued 65% of all Certificates of Achievement and 62% of all Certificates of Completion. North also had the largest group of graduates, 342 out of the 698. For a detailed breakdown, see Table 1 and Table 2. (Note that Table 1 and Table 2 are not in agreement - three persons were not accounted for in Table 1.)

Table 3 provides an analysis of respondents by curriculum area of the award received by each student. In General Studies there are three catagories not identifiable to a division: Arts, Science, and General Education. In Occupational Studies the awards are identified with each division: Business Occupations, Health Occupations, Industrial Occupations, and Service Occupations. The Division of Health Occupations provided the largest share of graduates, almost one-third of the total. Business Occupations and Industrial Occupations contributed slightly less than 20% each, and Service Occupations provided 12% of the graduates. Occupational Studies totaled approximately 80% of the graduates and General Studies 20%.

The analysis by major is too complex to describe the detail in this narrative and can be better reviewed by examining Table 4. The three largest groups, each of which contributed about 10% of the graduates, were Arts, Associate in Nursing, and Practical Nursing. Another six majors each had 4% to 5% of the

Table 1
Number and Percent of Respondents
by Type of Degree or Certificate and
by Campus
(CCD Records)

| Degree Certificate | Number | | | | Percent by Degree | | | | Percent by Campus | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Associate Degree | 86 | 218 | 196 | 500 | 68 | 64 | 87 | 72 | 17 | 44 | 39 | 100 |
| Certificate of Completion | 17 | 60 | 19 | 96 | 13 | 17 | 8 | 14 | 18 | 62 | 20 | 100 |
| Certificate of Achievement | 24 | 64 | 11 | 99 | 19 | 19 | 5 | 14 | 24 | 65 | 11 | 100 |
| TOTAL | 127 | 342 | 226 | 695 | 100 | 100 | 100 | 100 | 18 | 49 | 33 | 100 |

Table 2
Number and Percent of Respondents
by Campus

| Campus | Number | Percent |
|---|---|---|
| Auraria | 127 | 18 |
| North | 343 | 49 |
| Red Rocks | 228 | 33 |
| TOTAL | 698 | 100 |

graduates. Included in this group were Accounting, Business Management, Early Childhood Education and Management, Food Service and Management, General Education, and Science. All other majors contained 3% or less of the sample.

Table 3
Number and Percent of Respondents
by Division and by Campus
(CCD Records)

| Division | Number | | | | Percent by Campus | | | | Percent by Division | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Bus. Occ. | 19 | 47 | 31 | 97 | 20 | 48 | 32 | 100 | 15 | 14 | 14 | 14 |
| Health Occ. | 40 | 137 | 20 | 197 | 20 | 70 | 10 | 100 | 32 | 40 | 9 | 28 |
| Industr | 22 | 54 | 48 | 124 | 18 | 43 | 39 | 100 | 17 | 16 | 21 | 18 |
| Service Occ. | 19 | 53 | 56 | 128 | 15 | 41 | 44 | 100 | 15 | 15 | 25 | 18 |
| Gen. St.* | 27 | 52 | 70 | 149 | 18 | 35 | 47 | 100 | 21 | 15 | 31 | 22 |
| TOTAL | 127 | 343 | 225 | 695 | 18 | 50 | 32 | 100 | 100 | 100 | 100 | 100 |

*Degrees from students enrolled in General Studies divisions are not identifiable to division.

Table 4
Number of Respondents
by Declared Major and by Campus

| Major | Code | A | N | R | CCD |
|---|---|---|---|---|---|
| *Arts | 005 | 13 | 39 | 32 | 84 |
| Accounting | 030 | 7 | 12 | 13 | 32 |
| Architectural Technology | 040 | - | 3 | - | 3 |
| Audio-Visual Technology | 045 | - | - | 1 | 1 |
| Auto Body Service | 050 | 1 | 4 | - | 5 |
| Automotive Mechanics | 055 | 4 | 6 | 2 | 12 |
| Bricklaying | 065 | - | - | 3 | 3 |
| Business Management | 080 | 3 | 18 | 9 | 30 |
| Carpentry | 085 | - | - | 6 | 6 |
| Civil Engr Technology | 090 | - | - | 3 | 3 |
| Commercial Art | 100 | 3 | - | - | 3 |
| Criminal Justice | 115 | - | - | 10 | 10 |
| Data Processing | 120 | - | 10 | - | 10 |
| Dental Assisting | 135 | - | 12 | - | 12 |
| Diesel Mechanics | 140 | - | - | 2 | 2 |
| Dietary Assisting | 145 | - | 2 | - | 2 |
| Drafting, Architectural | 150 | 1 | - | - | 1 |
| Drafting, Industrial | 165 | 3 | - | 2 | 5 |
| Drafting, Machine | 170 | - | 1 | - | 1 |
| Drafting, Mechanical | 175 | - | 1 | - | 1 |
| Drafting, Pipe | 180 | - | 5 | - | 5 |
| Early Childhood Educ | 185 | - | 23 | 4 | 27 |
| Commercial Industrl Elec | 190 | - | - | 3 | 3 |
| Electronics, Industrial | 195 | - | - | 1 | 1 |
| Electronics Tech, Digital | 205 | - | - | 11 | 11 |
| Electronics Tech, General | 215 | 1 | 19 | - | 20 |
| Environmental Control | 220 | - | - | 2 | 2 |
| Fire Science Technology | 225 | - | - | 21 | 21 |
| Fluid Power | 230 | - | - | 3 | 3 |
| Food Service | 235 | - | 24 | 1 | 25 |
| Food Service Management | 238 | - | 1 | - | 1 |
| Gen. Clerical | 240 | - | 2 | 1 | 3 |
| Graphic Arts | 245 | 2 | - | - | 2 |
| Heavy Equip Operation | 250 | - | - | 5 | 5 |
| Hotel-Motel Operations | 255 | 3 | - | - | 3 |
| Info Media Assisting | 265 | - | 1 | - | 1 |
| Info Media Technology | 270 | 5 | - | 1 | 6 |
| Instrumentation Tech | 295 | - | - | 1 | 1 |
| Keypunch | 315 | - | 1 | - | 1 |
| Legal Secretarial | 320 | 3 | - | - | 3 |
| Machine Shop | 325 | - | 3 | - | 3 |
| Marketing Management | 335 | - | - | 3 | 3 |
| Medical Secretarial | 345 | 1 | - | - | 1 |
| Nursing, Assoc Degr | 360 | 17 | 49 | - | 66 |

Table 4 - (continued)
Number of Respondents
by Declared Major and by Campus

| Major | Code | A | N | R | CCD |
|---|---|---|---|---|---|
| (continued) | | | | | |
| Nursing, Practical | 365 | 14 | 61 | - | 75 |
| Office Administration | 370 | - | 1 | - | 1 |
| Optometric Assisting | 375 | - | 2 | - | 2 |
| Paralegal | 380 | 9 | - | - | 9 |
| Photography | 385 | 7 | - | - | 7 |
| Plumbing | 390 | - | - | 4 | 4 |
| Real Estate | 415 | - | - | 4 | 4 |
| Recreational Leadership | 420 | - | - | 3 | 3 |
| Respiratory Therapy Tech | 425 | - | 13 | - | 13 |
| Continuing Educ Nurses | 430 | - | - | 20 | 20 |
| Secretarial | 435 | 1 | 1 | 1 | 3 |
| Sr Citizen Activity Asstng | 440 | 1 | - | - | 1 |
| Community and Social Serv | 445 | 1 | - | - | 1 |
| Sports Craft Mechanics | 455 | - | 5 | - | 5 |
| Stenographic | 460 | 1 | 2 | - | 3 |
| Operating Room Technicn | 465 | 9 | - | - | 9 |
| Surveying | 470 | - | - | 1 | 1 |
| Consumer Electronics Tech | 480 | - | 5 | - | 5 |
| Traffic & Transportation | 495 | 3 | - | - | 3 |
| Urban Horticulture | 505 | - | 2 | - | 2 |
| Water - Wastewater Tech | 525 | - | - | 13 | 13 |
| Welding and Fabrication | 530 | - | 2 | 1 | 3 |
| *General Education | 650 | 8 | 8 | 19 | 35 |
| *Science | 760 | 6 | 5 | 19 | 30 |
| Totals | --- | 127 | 343 | 225 | 695 |
| *Total General Studies (Arts, Gen. Ed., Sci.) | --- | 27 | 52 | 70 | 149 |
| Total Occ. Studies (All Others) | --- | 100 | 291 | 155 | 546 |

PART II

## SELECTED CHARACTERISTICS BY CAMPUS

### Employment Status (Table 5)

Seventy-two percent of the graduates indicated that they were employed. The graduates of Red Rocks had the greatest percentage, 80%; whereas North had 70%; and Auraria 62%. Of those graduates employed, three-fourths were employed full-time.

Table 5
Number and Percent of Respondents
by Employment Status, by Full-Time / Part-Time Employment,
and by Campus

| Status | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Employed | 79 | 234 | 182 | 495 | 62 | 70 | 80 | 72 |
| Not Employed | 48 | 101 | 45 | 194 | 38 | 30 | 20 | 28 |
| Total | 127 | 335 | 227 | 689 | 100 | 100 | 100 | 100 |
| Employed Full-Time | 53 | 143 | 151 | 347 | 76 | 62 | 88 | 74 |
| Employed Part-Time | 17 | 86 | 21 | 124 | 24 | 38 | 12 | 26 |
| Total | 70 | 229 | 172 | 471 | 100 | 100 | 100 | 100 |

### Wage Status (Table 6)

One-half of the employed graduates were receiving wages of $5.00 or more per hour. Thirty-eight percent received between $3.00 and $5.00 per hour and only 11% received less than $3.00. Red Rocks had the highest percentage of which were receiving over $5.00 per hour in that 70% fell into this category, as compared to 48% at Auraria and 37% at North. It is somewhat difficult to interpret this difference without additional information. One unknown factor is whether the job being reported was obtained subsequent to graduation or was a job previously held.

Table 6
Number and Percent of Employed Respondents
by Hourly Wage and by Campus

| Wage Category | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| $1.59 or less | 3 | 2 | 1 | 6 | 4 | 1 | 1 | 1 |
| $1.60 to $2.99 | 6 | 33 | 5 | 44 | 9 | 15 | 3 | 10 |
| $3.00 to $4.99 | 27 | 104 | 40 | 171 | 39 | 47 | 26 | 38 |
| $5.00 or more | 34 | 82 | 109 | 225 | 48 | 37 | 70 | 51 |
| Total | 70 | 221 | 155 | 446 | 100 | 100 | 100 | 100 |

Unemployed Status (Table 7 and Table 8)

Of those graduates who were unemployed, 56% indicated they were not seeking employment. The main reason for not seeking employment was current or impending school attendance (66%). Thirteen percent indicated they were not interested in employment because they were full-time homemakers, and 4% were not seeking employment due to physical handicaps. Auraria had the highest percentage (47%) not seeking employment due to current school attendance; whereas, North had the highest percentage (44%) not seeking employment due to plans to enter school.

Table 7
Number and Percent of Unemployed Respondents
by Whether Seeking Employment and by Campus

| Status | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Unemployed, Seeking Employment | 21 | 42 | 17 | 80 | 40 | 55 | 32 | 44 |
| Unemployed, Not Seeking Employment | 32 | 35 | 37 | 104 | 60 | 45 | 68 | 56 |
| Total | 53 | 77 | 54 | 184 | 100 | 100 | 100 | 100 |

Table 8
Number and Percent of Responses of Unemployed Respondents
to Reasons for Not Seeking Employment by Campus
(some respondents indicated multiple responses)

| Reason | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Sickness | 1 | - | - | 1 | 2 | - | - | 1 |
| Physical Handicap | - | 2 | 3 | 5 | - | 6 | 6 | 4 |
| Military Factors | - | 1 | - | 1 | - | 3 | - | 1 |
| Homemaker | 6 | 2 | 8 | 16 | 15 | 6 | 16 | 13 |
| In School | 19 | 10 | 17 | 46 | 47 | 29 | 34 | 37 |
| Planning To Enter School | 7 | 15 | 14 | 36 | 18 | 44 | 28 | 29 |
| Other | 7 | 4 | 8 | 19 | 18 | 12 | 16 | 15 |
| Total | 40 | 34 | 50 | 124 | 100 | 100 | 100 | 100 |

Factors in Selecting Job (Table 9)

As might be anticipated, the rate of pay was the biggest single factor in the selection of a job (28% of the respondents indicated as such). Location and experience each accounted for about 22% of the factors considered in selecting a job. Only 12% of the respondents selected the response of only job available.

When factors in selecting job was analyzed by individual campus, some interesting differences emerged. North had the largest percentage giving location and experience as main factors in their choice of a job. Red Rocks had the largest percentage stating pay was a factor, and Auraria had the largest percentage giving only job available as a job selection criterion.

Table 9
Number and Percent of Responses of Employed Respondents
by Factors in Selecting Job and by Campus
(some respondents indicated multiple responses)

| Factor | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Location | 15 | 37 | 50 | 102 | 15 | 27 | 22 | 22 |
| Pay | 25 | 27 | 80 | 132 | 25 | 19 | 35 | 28 |
| Experience | 19 | 46 | 42 | 107 | 19 | 33 | 18 | 23 |
| Only Job Available | 22 | 14 | 21 | 57 | 22 | 10 | 9 | 12 |
| Other | 19 | 16 | 38 | 73 | 19 | 11 | 16 | 15 |
| Total | 100 | 140 | 231 | 471 | 100 | 100 | 100 | 100 |

Relationship of Job to School Training (Table 10)

Sixty percent of the respondents who were employed stated that their current job was related to their school training, and another 16% said that it was at least partly related. There was very little difference among the three campuses on this item. Red Rocks, when compared to the other two campuses, had a slightly higher percentage (26%) who felt their job had no relationship to their school training. The other two campuses had 22% and 23% in this category.

Table 10
Number and Percent of Employed Respondents
by Relationship of Job to School Training and by Campus

| Relationship | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Related | 46 | 128 | 87 | 261 | 61 | 63 | 55 | 60 |
| Partly Related | 13 | 29 | 30 | 72 | 17 | 14 | 19 | 16 |
| Not Related | 17 | 47 | 42 | 106 | 22 | 23 | 26 | 24 |
| Total | 76 | 204 | 159 | 439 | 100 | 100 | 100 | 100 |

Reasons for Taking Vocational Program (Table 11)

Two responses emerged as being of importance for having taken the vocational program. They were to upgrade present job skills (29% of the respondents indicated this as the reason for taking the vocational program), and to learn a new occupation (28%). Of somewhat less importance were the development of job-entry skills (18%) and personal improvement (17%). Only 8% of respondents indicated that they were in a vocational program to earn credits for a four-year college or university.

When examined at the campus level, Auraria had the highest percentage of students (41%) indicating they entered to learn a new occupation. North had the highest percentage (30%) entering to develop job-entry skills. Red Rocks was highest in the categories of upgrading present skills (36%), personal improvement (20%), and the earning of credits for a four-year college (16%). Auraria and North were notably low in the transfer credit category, and Auraria and Red Rocks were both under 10% in the job-entry skills category.

Table 11
Number and Percent of Respondents
by Reasons for Taking Vocational Program
and by Campus

| Reason | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Learn New Occupation | 54 | 106 | 49 | 209 | 41 | 30 | 19 | 28 |
| Upgrade Present Job Skills | 36 | 85 | 90 | 211 | 28 | 24 | 36 | 29 |
| Develop Job-Entry Skills | 6 | 108 | 22 | 136 | 5 | 30 | 9 | 18 |
| To Enter 4-Year College | 10 | 10 | 40 | 60 | 8 | 3 | 16 | 8 |
| Personal Improvement | 24 | 49 | 52 | 125 | 18 | 13 | 20 | 17 |
| Total | 130 | 358 | 253 | 741 | 100 | 100 | 100 | 100 |

Current School Attendance (Table 12)

The relevence of this question is uncertain in view of the fact that the survey was conducted during the summer. At any rate, 30% of the respondents indicated they were currently in school. Auraria (41%) and Red Rocks (42%) had the highest percentage in school; whereas, North had only 18%.

Those who responded that they were in school full-time as compared to part-time were almost evenly divided. Auraria had the highest percentage stating full-time attendance (74%) and Red Rocks had the highest percentage stating they were attending part-time (60%).

Table 12
Number and Percent of Respondents
by Current School Attendance
and by Campus

| | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| Status | A | N | R | CCD | A | N | R | CCD |
| Attending Full-Time | 38 | 35 | 39 | 112 | 73 | 56 | 40 | 53 |
| Attending Part-Time | 14 | 27 | 57 | 98 | 27 | 44 | 60 | 47 |
| Total Attending School | 52 | 62 | 96 | 210 | 100 | 100 | 100 | 100 |
| Total Attending School | 52 | 62 | 96 | 210 | 41 | 18 | 42 | 30 |
| No Response | 75 | 281 | 132 | 488 | 59 | 82 | 58 | 70 |
| Total | 127 | 343 | 228 | 698 | 100 | 100 | 100 | 100 |

Interest in More Education (Table 13)

Attendance at the Community College of Denver seems to "turn people on" to more education. At least it did not "turn them off." Three-fourths of all respondents indicated they were interested in more education. Auraria had 91% indicating a continued interest in education. Red Rocks was second with 84% and North had 65%.

Table 13
Number and Percent of Respondents
by Interest in More Education and by Campus

| Response | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Interested in More Education | 108 | 197 | 175 | 480 | 91 | 65 | 84 | 76 |
| Not Interested in More Education | 10 | 107 | 33 | 150 | 9 | 35 | 16 | 24 |
| Total | 118 | 304 | 208 | 630 | 100 | 100 | 100 | 100 |

Evaluation of CCD Program (Table 14 and Table 15)

The graduates in the sample for Spring 1977 were very generous in their evaluation of the Community College. Ninety-four percent stated that their program had been helpful. Out of 471 students responding to this question, only 30 stated that their program did not help them.

On a more detailed basis and with a slightly different emphasis, only 3% of the students rated their college education at CCD as of little value or poor. Twenty-one percent rated it as excellent, 54% as very good, and 22% as average. When the campuses were examined individually, Red Rocks received the highest percentage for excellent (25%) compared to North (18%) and Auraria (14%). North received the highest percentage in the very good category (60%). Auraria received the highest percentage of the three campuses in the average category (28%) as compared to North (18%) and Red Rocks (21%). There was little difference among campuses in the below average ratings.

Table 14
Number and Percent of Respondents by Helpfulness of CCD Program and by Campus

| Helpfulness | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Program Helped | 111 | 117 | 213 | 441 | 93 | 91 | 96 | 94 |
| Program Did Not Help | 9 | 11 | 10 | 30 | 7 | 9 | 4 | 6 |
| Total | 120 | 128 | 223 | 471 | 100 | 100 | 100 | 100 |

Table 15
Number and Percent of Respondents by Evaluation of CCD Schooling and by Campus

| Rating | Number | | | | Percent | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Excellent | 16 | 25 | 57 | 98 | 14 | 18 | 25 | 21 |
| Very Good | 64 | 81 | 115 | 260 | 53 | 60 | 52 | 54 |
| Average | 34 | 25 | 48 | 107 | 28 | 18 | 21 | 22 |
| Little Value | 2 | 2 | 2 | 6 | 2 | 2 | 1 | 1 |
| Poor | 4 | 2 | 1 | 7 | 3 | 2 | 1 | 2 |
| Total | 120 | 135 | 223 | 478 | 100 | 100 | 100 | 100 |

## PART III

## OCCUPATIONAL STUDIES GRADUATES VERSUS GENERAL STUDIES GRADUATES

This section of the report analyzes the comparisons between the responses of graduates in Occupational Studies and graduates in General Studies. The information contained in this part is based upon student response to area of study. Approximately 80% of the graduates who responded indicated they were in the area of Occupational Studies, with the remaining 20% in General Studies.

Employment Status (Table 16)

Of the graduates who responded, Occupational graduates had a higher percentage (74%) employed than did General Studies graduates (64%). This difference was true on all three campuses, with the greatest difference between the two groups occurring on the Red Rocks Campus (Occupational Studies 86% to General Studies 67%). There were only four percentage points difference between these two groups on the North Campus and eight points on the Auraria Campus.

When taking into consideration all the graduates who were employed, a somewhat greater proportion of General Studies graduates were employed full-time as compared to full-time employment among the Occupational Studies graduates (77% as compared to 73% respectively). This relationship was not consistent on all three campuses. In fact, on both the Auraria Campus and the Red Rocks Campus, the edge for percent employed full-time went to the Occupational Studies graduates.

Wage Status (Table 17)

General Studies graduates had a somewhat higher percentage earning above $5.00 per hour than Occupational Studies graduates, but they also had a higher percentage earning below $3.00 per hour. Occupational Studies

Table 16
Percent of Respondents by Employment Status
by Full-Time / Part-Time Employment,
by Occupational Studies / General Studies, and
by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Status | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Total Respondents | | | | | | | | |
| Percent Employed | 64 | 56 | 70 | 66 | 86 | 67 | 74 | 64 |
| Percent Not Employed | 36 | 44 | 30 | 34 | 14 | 33 | 26 | 36 |
| Employed Respondents | | | | | | | | |
| Percent Full-Time | 76 | 73 | 61 | 71 | 90 | 82 | 73 | 77 |
| Percent Part-Time | 24 | 27 | 39 | 29 | 10 | 18 | 27 | 23 |

Table 17
Percent of Employed Respondents by Hourly Wage,
by Occupational Studies / General Studies, and
by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Wage Category | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| $1.59 or less | 4 | 8 | 1 | 0 | 1 | 0 | 1 | 1 |
| $1.60 to $2.99 | 7 | 15 | 14 | 19 | 1 | 10 | 9 | 14 |
| $3.00 to $4.99 | 42 | 23 | 50 | 29 | 26 | 26 | 41 | 27 |
| $5.00 or more | 47 | 54 | 35 | 52 | 72 | 64 | 49 | 58 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

graduates had a higher percentage in the $3.00 to $5.00 range. These generalizations were true for all campuses with the exception that the Occupational Studies graduates of Red Rocks had a higher percentage earning above $5.00, and the two groups had the same percentage in the $3.00 to $5.00 wage category.

Unemployed Status (Table 18 and Table 19)

Apparently most of the General Studies graduates who were unemployed were in that category by choice. Of the General Studies graduates who were unemployed, only 12% indicated they were actively seeking employment. This pattern varied greatly among the three campuses in that of those General Studies graduates unemployed from Red Rocks Campus only 15% were actively seeking employment, and at North Campus none of the unemployed General Studies graduates were actively seeking employment.

When the unemployed Occupational Studies graduates were examined, it was found that 53% were actively seeking employment. At the campus level, this ranged from 46% of the unemployed Occupational Studies graduates from Red Rocks to 50% at North Campus who were actively seeking employment. The primary reason for not seeking employment was continued schooling. For the College as a whole, 45% of the unemployed General Studies graduates indicated in school as the reason for not seeking employment as compared with 33% of the Occupational Studies graduates. However, on the North Campus the reverse was true (31% to 20%). There was a slightly higher percentage of Occupational graduates stating that they were not seeking employment because they planned to enter school. Again, there was an exception, this time the Auraria graduates.

Two other categories showed major differences between the two groups for not seeking employment. Eighteen percent of the unemployed General Studies students said they were not seeking employment because they were homemakers. This compared with 10% in this category for Occupational Studies graduates. Interestingly, the Auraria figures in this regard were reversed.

Unemployed Occupational Studies graduates listed other reasons for not seeking employment in 21% of the cases as compared to only 4% of the General Studies graduates.

Table 18
Percent of Unemployed Respondents by Whether Seeking Employment, by Occupational Studies / General Studies, and by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Category | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Unemployed, Seeking Employment | 49 | 8 | 58 | - | 46 | 15 | 53 | 12 |
| Unemployed, Not Seeking Employment | 51 | 92 | 42 | 100 | 54 | 85 | 47 | 88 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table 19
Percent of Responses of Unemployed Respondents by Reasons for Not Seeking Employment, by Occupational Studies / General Studies, and by Campus
(some respondents indicated multiple responses)

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Reason | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Sickness | - | 8 | - | - | - | - | - | 2 |
| Physical Handicap | - | - | 3 | 20 | 9 | 4 | 4 | 4 |
| Military Factors | - | - | 3 | - | - | - | 1 | - |
| Homemaker | 18 | 8 | 3 | 20 | 9 | 22 | 10 | 18 |
| In School | 41 | 61 | 31 | 20 | 26 | 41 | 33 | 45 |
| Planning To Enter School | 15 | 23 | 45 | 40 | 30 | 26 | 31 | 27 |
| Other | 26 | - | 15 | - | 26 | 7 | 21 | 4 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Factors in Selecting a Job (Table 20)

Pay rated equal in the minds of both Occupational and General Studies graduates as their first consideration in selecting a job (28%). General Studies graduates listed location slightly more frequently than Occupational graduates (24% compared to 21%). Also, General Studies graduates on all campuses listed only job available more frequently than Occupational graduates. The opposite was true for the factor of experience. Twenty-five percent of the Occupational graduates listed this factor as compared with 16% of the General Studies graduates, and the pattern was the same on all three campuses.

Table 20
Percent of Responses of Employed Respondents
by Factors in Selecting Job, by Occupational Studies / General Studies,
and by Campus
(some respondents indicated multiple responses)

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Factor | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Location | 14 | 20 | 27 | 24 | 20 | 25 | 21 | 24 |
| Pay | 27 | 15 | 19 | 23 | 35 | 34 | 28 | 28 |
| Experience | 23 | 5 | 34 | 23 | 19 | 17 | 25 | 16 |
| Only Job Available | 17 | 40 | 10 | 12 | 8 | 13 | 10 | 18 |
| Other | 19 | 20 | 10 | 18 | 18 | 11 | 16 | 14 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Relationship of Job to Training (Table 21)

As one might anticipate, the Occupational graduates took jobs which they felt were related to their training to a much higher degree than the General Studies graduates. Sixty-seven percent of the Occupational graduates said their jobs were related to their schooling whereas only 20% of the General

Studies students felt this way about their jobs. The variation was slight among campuses. Interestingly, a higher percentage (25%) of the General Studies graduates felt their jobs were at least partly related to their schooling as compared to the Occupational graduates (15%).

Table 21
Percent of Employed Respondents
by Relationship of Job to School Training,
by Occupational Studies / General Studies, and by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Relationship | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Related | 72 | 19 | 66 | 9 | 66 | 24 | 67 | 20 |
| Partly Related | 15 | 25 | 14 | 18 | 16 | 26 | 15 | 25 |
| Not Related | 13 | 56 | 20 | 73 | 18 | 50 | 18 | 55 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Reasons for Taking Vocational Program (Table 22)

The pattern of responses for taking their respective educational programs was as one might expect. Occupational Studies graduates indicated that to learn new occupations, to upgrade skills, and for job-entry skills were the major reasons for undertaking course work at CCD. On the other hand, General Studies graduates indicated that personal improvement and to earn credits for a four-year institution were their main objectives for enrolling in CCD. There were two exceptions to these generalizations. On North Campus General Studies graduates edged out Occupational Studies graduates on the response to learn a new occupation. On the Auraria Campus a greater percentage of General Studies students than Occupational Studies students indicated they enrolled to learn job-entry skills.

Table 22
Percent of Responses by Reasons for Taking Vocational Program,
by Occupational Studies / General Studies,
and by Campus
(some respondents indicated multiple responses)

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Reasons | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Learn New Occupation | 46 | 27 | 29 | 32 | 23 | 7 | 30 | 19 |
| Upgrade Present Job Skills | 32 | 13 | 25 | 14 | 40 | 21 | 31 | 17 |
| Develop Job-Entry Skills | 3 | 10 | 30 | 28 | 10 | 7 | 19 | 14 |
| To Enter 4-Year College | 4 | 20 | 3 | 5 | 8 | 41 | 5 | 25 |
| Personal Improvement | 15 | 30 | 13 | 21 | 19 | 24 | 15 | 25 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Current School Attendance and Interest in More Education (Table 23 and Table 24)

General Studies graduates had twice as large a percentage currently attending school as Occupational Studies graduates (53% to 24%). Also a slightly higher percentage of General Studies graduates were attending school full-time (58% to 51%).

General Studies graduates had a markedly higher interest in more education; 93%, as compared to 72% for Occupational graduates. This pattern held true on all three campuses.

Evaluation of the CCD Program (Table 25 and Table 26)

In rating the helpfulness of the CCD program, there was little difference between Occupational graduates and General Studies graduates in that 93% of the Occupational graduates and 95% of the General Studies graduates rated the CCD program as being helpful. In rating their schooling at CCD, General Studies students gave the College slightly higher marks. Twenty-four percent of the General Studies students rated their schooling as excellent as compared to 19% of the Occupational Studies graduates. At the other

end of the scale, none of the General Studies students rated their schooling as of little value or poor, whereas 4% of the Occupational students assigned these low marks. These two generalizations held for all three campuses.

Table 23
Percent of Respondents by Whether Attending School, by Full-Time / Part-Time Attendance, by Occupational Studies / General Studies, and by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Status | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Attending Full-Time | 68 | 83 | 59 | 45 | 31 | 51 | 51 | 58 |
| Attending Part-Time | 32 | 17 | 41 | 55 | 69 | 49 | 49 | 42 |
| Total Attending School | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Total Attending School | 34 | 67 | 18 | 23 | 31 | 68 | 24 | 53 |
| No Response | 66 | 33 | 82 | 77 | 69 | 32 | 76 | 47 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table 24
Percent of Respondents by Interest in More Education, by Occupational Studies / General Studies, and by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Response | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Interested in More Education | 90 | 96 | 61 | 86 | 79 | 95 | 72 | 93 |
| Not Interested In More Education | 10 | 4 | 39 | 14 | 21 | 5 | 28 | 7 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table 25
Percent of Respondents by
Helpfulness of CCD Program, by
Occupational Studies / General Studies, and
by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Helpfulness | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Program Helped | 93 | 93 | 91 | 93 | 96 | 96 | 93 | 95 |
| Program Did Not Help | 7 | 7 | 9 | 7 | 4 | 4 | 7 | 5 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table 26
Percent of Respondents by
Evaluation of CCD Schooling, by
Occupational Studies / General Studies, and
by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Rating | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. | Occ. St. | Gen. St. |
| Excellent | 12 | 18 | 18 | 19 | 25 | 28 | 19 | 24 |
| Very Good | 54 | 52 | 61 | 50 | 52 | 51 | 55 | 51 |
| Average | 28 | 30 | 17 | 31 | 21 | 21 | 22 | 25 |
| Little Value | 2 | - | 2 | - | 1 | - | 2 | - |
| Poor | 4 | - | 2 | - | 1 | - | 2 | - |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

## PART IV

## COMPARISONS BY CURRICULUM AREAS

Graduates responded to which of nine curriculum areas they had been emphasizing. The nine areas were: Business Occupations, Health Occupations, Industrial Occupations, Service Occupations, Arts, Communications/Literature, Mathematics, Science, and Social Sciences. The succeeding analysis is by curriculum area.

Employment Status (Table 27 and Table 28)

The graduates of Industrial Occupations, Communications, and Mathematics had the highest percentage of employed individuals. Social Sciences graduates had the lowest percentage of employment of any of the curriculum areas.

Of the employed graduates, Health Occupations had a relatively high percentage employed part-time, 51%. Social Science was also quite high with a part-time employment percentage of 43%.

Wage Status (Table 29)

The areas whose graduates were earning the highest wages were Mathematics, Communications, Industrial Occupations, and Science. In all of the curriculum areas at least two-thirds of their graduates were earning over $5.00 per hour and 6% or less were earning under $3.00 per hour. The lowest earning graduates were those in Social Sciences and Health Occupations where less than one-third were earning over $5.00 per hour.

Table 27
Percent of Employed Respondents
by Curriculum Area and by Campus

| Curriculum Area | A | N | R | CCD |
|---|---|---|---|---|
| Business Occ. | 77 | 68 | 67 | 70 |
| Health Occ. | 67 | 67 | 100 | 69 |
| Industrial Occ. | 59 | 83 | 98 | 85 |
| Service Occ. | 29 | 74 | 78 | 67 |
| Arts | 75 | 65 | 57 | 62 |
| Communications | -- | 100 | 67 | 83 |
| Mathematics | -- | 100 | 100 | 100 |
| Science | 67 | 33 | 68 | 62 |
| Social Sciences | 33 | 50 | 100 | 54 |
| All Respondents | 62 | 70 | 80 | 72 |

Table 28
Percent of Employed Respondents
Who Were Employed Part-Time
by Curriculum Area and by Campus

| Curriculum Area | A | N | R | CCD |
|---|---|---|---|---|
| Business Occ. | 11 | 23 | 11 | 17 |
| Health Occ. | 36 | 58 | 22 | 51 |
| Industrial Occ. | 17 | 19 | 8 | 13 |
| Service Occ. | - | 38 | 5 | 21 |
| Arts | 33 | 46 | 24 | 33 |
| Communications | - | - | - | - |
| Mathematics | - | - | - | - |
| Science | 50 | - | 7 | 10 |
| Social Sciences | 100 | 25 | 50 | 43 |
| All Respondents | 24 | 38 | 12 | 26 |

Table 29
Percent of Employed Respondents
by Hourly Wage, by Curriculum Area,
and by Campus

| Curriculum Area | $1.59 or less | | | | $1.60 to $2.99 | | | | $3.00 to $4.99 | | | | $5.00 or over | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Business Occ. | 5* | 3 | - | 3 | 5 | 15 | - | 10 | 32 | 40 | 47 | 39 | 58 | 42 | 53 | 49 |
| Health Occ. | 4 | 1 | - | 2 | 4 | 12 | - | 9 | 37 | 67 | 22 | 57 | 56 | 20 | 78 | 32 |
| Industrial Occ. | - | - | - | - | 9 | 9 | 2 | 5 | 55 | 26 | 13 | 22 | 36 | 66 | 85 | 72 |
| Service Occ. | 25 | - | 5 | 4 | 25 | 25 | - | 15 | 25 | 50 | 30 | 40 | 25 | 25 | 65 | 42 |
| Arts | - | - | - | - | - | 38 | 27 | 27 | 40 | 31 | 20 | 27 | 60 | 31 | 53 | 46 |
| Comm. | - | - | - | - | - | - | - | - | | 0 | 50 | 20 | | 100 | 50 | 80 |
| Math. | - | - | - | - | - | - | - | - | - | - | - | - | | 100 | 100 | 100 |
| Science | - | - | - | - | 100 | - | - | 6 | - | - | 36 | 29 | - | 100 | 64 | 65 |
| Social Science | - | - | - | - | 100 | 25 | - | 29 | - | 50 | 50 | 43 | - | 25 | 50 | 29 |
| All Resp. | 4 | 1 | 1 | 1 | 9 | 15 | 3 | 10 | 39 | 47 | 26 | 38 | 48 | 37 | 70 | 51 |

*Percents add horizontally to 100 for each curriculum area for each campus and for CCD. The 5 indicates that 5% of the Auraria employed respondents in Business Occupations were earning $1.59 or less.

Unemployed Status (Table 30 and Table 31)

Of those graduates who were unemployed, the highest percentages seeking employment were in the areas of Business Occupation, Science, and Industrial Occupations (60%, 55%, and 55% respectively). Of the graduates in Arts and in Science who were unemployed, only 10% were seeking employment. Either being in school or planning to enter school was given as the greatest reasons

for not seeking employment. This was especially true (over 70% giving this reason) in Health Occupations, Industrial Occupations, Social Sciences, and Arts. The highest percentages giving homemaking as a reason for not seeking employment were in Service Occupations, Science, Social Sciences, and Arts.

Table 30
Percent of Unemployed Respondents
Seeking Employment by Curriculum Area
and by Campus

| Curriculum Area | A | N | R | CCD |
|---|---|---|---|---|
| Business Occ. | 71 | 77 | 27 | 60 |
| Health Occ. | 19 | 49 | 100 | 43 |
| Industrial Occ. | 40 | 86 | 40 | 55 |
| Service Occ. | 60 | 29 | 80 | 55 |
| Arts | 33 | -- | 8 | 11 |
| Communication | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- |
| Science | -- | -- | 11 | 10 |
| Social Sciences | 50 | -- | -- | 33 |
| All Respondents | 40 | 55 | 32 | 44 |

Table 31
Percent of Responses of Unemployed Respondents
by Reasons for Not Seeking Employment,
by Curriculum Area, and by Campus
(some respondents indicated multiple responses)

| Curriculum Area | Homemaker | | | | In School | | | | Plan Enter School | | | | Other | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Business Occ. | 33* | - | 9 | 13 | 34 | - | 27 | 25 | 33 | 50 | 18 | 25 | - | 50 | 46 | 37 |
| Health Occ. | 7 | - | 50 | 6 | 64 | 42 | - | 49 | 7 | 53 | - | 31 | 22 | 5 | 50 | 14 |
| Industrial Occ. | - | - | - | - | 50 | 33 | - | 31 | 17 | 33 | 100 | 46 | 33 | 34 | - | 23 |
| Service Occ. | 43 | 20 | - | 27 | 29 | - | 33 | 20 | - | 20 | 33 | 13 | 28 | 60 | 34 | 40 |
| Arts | - | 50 | 20 | 20 | - | - | 41 | 30 | 67 | 50 | 32 | 40 | 33 | - | 7 | 10 |
| Comm. | - | - | - | - | - | - | 100 | 100 | - | - | - | - | - | - | - | - |
| Math. | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Science | - | - | 27 | 25 | - | - | 37 | 33 | 100 | - | 18 | 25 | - | - | 18 | 17 |
| Social Sciences | 33 | - | - | 25 | 33 | 100 | - | 50 | 33 | - | - | 25 | - | - | - | - |
| All Resp. | 16 | 6 | 17 | 14 | 43 | 31 | 32 | 35 | 19 | 44 | 30 | 30 | 22 | 19 | 21 | 21 |

*Percents add horizontally to 100 for each curriculum area for each campus and for CCD. The 33 indicates that 33% of the Auraria unemployed respondents in Business Occupations were not seeking employment because they were homemakers.

Factors in Selecting Job (Table 32)

Experience was the number one factor in taking their present job for graduates in Business Occupations and Health Occupations. It also rated high with graduates in Science and in Communications.

Rate of pay was first in the reasons given by graduates of Industrial Occupations and Arts. It also rated high with those graduating in Science and in Mathematics. The location of the job was not rated as the prime criterion by graduates of any curriculum area.

Table 32
Percent of Responses of Employed Respondents
by Reasons for Selecting Present Job,
by Curriculum Area, and by Campus
(some respondents indicated multiple responses)

| Curriculum Area | Location | | | | Pay | | | | Experience | | | | Only Job Available | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Business Occ. | 19* | 23 | 19 | 21 | 38 | 13 | 29 | 25 | 24 | 47 | 33 | 36 | 19 | 17 | 19 | - |
| Health Occ. | 19 | 34 | 13 | 26 | 31 | 18 | 37 | 25 | 27 | 35 | 31 | 32 | 23 | 13 | 19 | - |
| Industrial Occ. | 18 | 16 | 25 | 22 | 41 | 42 | 54 | 50 | 18 | 42 | 16 | 20 | 23 | - | 5 | 8 |
| Service Occ. | - | 30 | 33 | 29 | - | 30 | 33 | 29 | 33 | 40 | 24 | 29 | 67 | - | 10 | - |
| Arts | - | 50 | 39 | 33 | 20 | 50 | 39 | 37 | 20 | - | 5 | 7 | 60 | - | 17 | 2 |
| Comm. | - | 33 | - | 29 | - | 33 | - | 29 | - | 34 | - | 29 | - | - | 100 | 1 |
| Math. | - | - | 50 | 33 | - | - | 50 | 33 | - | - | - | - | - | 100 | - | 3 |
| Science | 33 | - | 28 | 29 | - | - | 40 | 36 | - | - | 24 | 21 | 67 | - | 8 | - |
| Social Sciences | 50 | - | - | 20 | - | - | 33 | 20 | - | - | 33 | 20 | 50 | - | 33 | 4 |
| All Resp. | 18 | 27 | 26 | 25 | 31 | 20 | 42 | 33 | 22 | 42 | 21 | 27 | 2 | 11 | 11 | 13 |

*Percents add horizontally to 100 for each curriculum area for each campus and for CCD. The 19 indicates that 19% of the responses from employed respondents from Auraria in Business Occupations identified to learn a new occupation as a reason for selecting their job.

Relationship of Job to School Training (Table 33)

This factor brought out marked differences by area. Graduates in Science and in Health Occupations stated greatest relationship between their schooling and their job, giving a yes response rate of 77% and 78% respectively. Those graduates in Social Sciences, Arts, and Communications found the least relationship between their schooling and their current jobs. These three areas gave a two-thirds or more no response to this question.

Table 33
Percent of Employed Respondents
by Relationship of Job to School Training,
by Curriculum Area, and by Campus

| Curriculum Area | Yes | | | | Partly | | | | No | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Business Occ. | 42* | 44 | 61 | 47 | 32 | 22 | 17 | 23 | 26 | 34 | 22 | 30 |
| Health Occ. | 83 | 75 | 78 | 78 | 10 | 15 | 22 | 14 | 7 | 10 | - | 8 |
| Industrial Occ. | 54 | 62 | 43 | 51 | 15 | 9 | 33 | 22 | 31 | 29 | 24 | 27 |
| Service Occ. | 75 | 77 | 77 | 77 | - | 8 | 6 | 6 | 25 | 15 | 17 | 17 |
| Arts | - | - | 13 | 7 | 33 | 0 | 37 | 30 | 67 | 100 | 50 | 63 |
| Comm. | - | - | - | - | - | 50 | - | 33 | - | 50 | 100 | 67 |
| Math. | - | - | 100 | 50 | - | 100 | - | 50 | - | - | - | - |
| Science | 100 | - | 44 | 50 | - | - | 12 | 11 | - | - | 44 | 39 |
| Social Sciences | - | - | - | - | - | - | - | - | 100 | 100 | 100 | 100 |
| All Resp. | 61 | 63 | 55 | 60 | 17 | 14 | 19 | 16 | 22 | 23 | 26 | 24 |

*Percents add horizontally to 100 for each curriculum area for each campus and for CCD. The 42 indicates that 42% of the Auraria employed respondents in Business Occupations were in jobs related to their school training.

Reasons for Taking Vocational Program (Table 34)

The highest three curriculum areas in each category are shown in the following lists:

1. To learn a new occupation

   Health Occupations
   Social Sciences
   Service Occupations

2. To Upgrade Present Job Skills

   Mathematics
   Industrial Occupations
   Business Occupations

3. To Gain Job-Entry Skills

   Social Sciences
   Health Occupations
   Science

4. To Earn Credit for Four-Year College

   Communications
   Arts
   Science

5. For Personal Improvement

   Mathematics
   Arts
   Social Sciences

For more detailed analysis of these factors as related to area see Table 34.

Table 34
Percent of Responses by Reasons for Taking Vocational Program,
by Curriculum Area, and by Campus
(some respondents indicated multiple responses)

| Curriculum Area | Learn New Occupation | | | | Upgrade Present Skills | | | | Job-Entry Skills | | | | Credits for 4-Yr. College | | | | Personal Improvement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Business Occ. | 29* | 26 | 18 | 32 | 32 | 33 | 26 | 31 | 6 | 20 | 14 | 15 | 6 | 5 | 18 | 9 | 27 | 16 | 24 | 20 |
| Health Occ. | 49 | 29 | - | 39 | 27 | 20 | 65 | 24 | 7 | 32 | 14 | 26 | 4 | 2 | - | 2 | 13 | 7 | 21 | 9 |
| Industrial Occ. | 45 | 14 | 29 | 27 | 36 | 29 | 38 | 35 | - | 39 | 8 | 16 | 5 | 4 | 4 | 4 | 14 | 14 | 21 | 18 |
| Service Occ. | 73 | 18 | 27 | 30 | 18 | 32 | 27 | 28 | 9 | 29 | 8 | 16 | - | - | 16 | 8 | - | 21 | 22 | 18 |
| Arts | 29 | 38 | 8 | 20 | - | 12 | 11 | 10 | - | 19 | 4 | 8 | 29 | - | 50 | 31 | 42 | 31 | 27 | 31 |
| Comm. | - | 20 | - | 13 | - | 20 | 33 | 25 | - | 20 | - | 13 | - | 20 | 67 | 37 | - | 20 | - | 12 |
| Math. | - | - | - | - | - | - | 100 | 50 | - | - | - | - | - | - | - | - | - | 100 | - | 50 |
| Science | - | 60 | 5 | 13 | 67 | - | 27 | 27 | - | 40 | 14 | 17 | 33 | - | 36 | 30 | - | - | 18 | 13 |
| Social Sciences | 25 | 37 | - | 31 | - | - | - | - | - | 50 | - | 31 | 50 | - | - | 15 | 25 | 13 | 100 | 23 |
| All Resp. | 42 | 31 | 20 | 29 | 28 | 23 | 32 | 27 | 5 | 30 | 9 | 19 | 8 | 3 | 17 | 9 | 17 | 13 | 22 | 16 |

*Percents add horizontally to 100 for each curriculum area for each campus and for CCD. The 29 indicates that 29% of the responses from Auraria respondents in Business Occupations took the Vocational Program to learn a new occupation.

Current School Attendance (Table 35)

The areas of Business Occupations, Science, Industrial Occupations, and Mathematics had the highest percentages of graduates attending school part-time. The graduates of Health Occupations, Communications, Science, and Social Sciences had the highest percentage attending school full-time.

Table 35
Percent of Respondents Attending School
by Full-Time / Part-Time,
by Curriculum Area, and by Campus

| Curriculum Area | Full-Time | | | | Part-Time | | | |
|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD |
| Business Occupations | 67* | 33 | 28 | 38 | 33 | 67 | 72 | 62 |
| Health Occupations | 65 | 81 | - | 74 | 35 | 19 | - | 26 |
| Industrial Occupations | 80 | 50 | 14 | 36 | 20 | 50 | 86 | 64 |
| Service Occupations | 33 | 25 | 40 | 33 | 67 | 75 | 60 | 67 |
| Arts | 100 | 25 | 47 | 50 | - | 75 | 53 | 50 |
| Communications | - | 100 | 67 | 80 | - | 33 | 20 | - |
| Mathematics | - | - | - | - | - | 100 | - | 100 |
| Science | 100 | - | 61 | 65 | - | 39 | 35 | - |
| Social Sciences | 100 | 100 | 50 | 80 | - | 50 | 20 | - |
| All Respondents | 71 | 58 | 38 | 52 | 29 | 42 | 62 | 48 |

*Percents add horizontally to 100 for each curriculum area for each campus and for CCD. The 67 indicates that 67% of the respondents in Business Occupations who were attending school were attending full-time.

Interest in More Education (Table 36)

Over 90% of the graduates of Arts, Communications, Science, and Social Sciences expressed interest in more education. Those areas whose graduates had the least interest in further education were Service Occupations (64%), Industrial Occupations (68%), Business Occupations (73%), and Health Occupations (78%).

Table 36
Percent of Respondents Interested
in More Education by Curriculum Area and by Campus

| Curriculum Area | A | N | R | CCD |
|---|---|---|---|---|
| Business Occupations | 84 | 63 | 82 | 73 |
| Health Occupations | 98 | 70 | 91 | 78 |
| Industrial Occupations | 91 | 46 | 78 | 68 |
| Service Occupations | 82 | 43 | 80 | 64 |
| Arts | 88 | 87 | 100 | 94 |
| Communications | - | 100 | 100 | 100 |
| Mathematics | - | - | - | - |
| Science | 100 | 100 | 88 | 91 |
| Social Sciences | 100 | 88 | 100 | 92 |
| All Respondents | 91 | 65 | 84 | 76 |

Evaluation of the CCD Program (Table 37 and Table 38)

Most of the graduates felt that their CCD program had really helped them. Differences in the percentage stating this fact were very small. The only programs rating below 90% on this factor were Business Occupations at North (89%), Arts at Auraria (75%), and Arts at North (83%).

The two curriculum areas with the highest overall ratings were Service Occupations and Science. Each of the two areas received combined excellent and very good ratings of 86% or better, of which 30% were in the excellent category.

Forty-three percent of the graduates in Social Sciences thought their program was excellent, but another 43% felt it was just average. All areas except Mathematics and Social Sciences had combined ratings of excellent or very good in excess of 70% (note that the number of graduates in Mathematics and Social Sciences only total 15 students).

Those areas giving average ratings in 20% or more of the responses were Business Occupations at North and Red Rocks, Health Occupations at Auraria, Industrial Occupations at Auraria and North, Arts at Auraria and North, Communications at Red Rocks, Mathematics at Red Rocks, Science at Auraria, and Social Sciences on all three campuses.

Table 37
Percent of Respondents Indicating
CCD Program Was Helpful
by Curriculum Area and by Campus

| Curriculum Area | A | N | R | CCD |
|---|---|---|---|---|
| Business Occupations | 92 | 89 | 93 | 91 |
| Health Occupations | 95 | 92 | 100 | 94 |
| Industrial Occupations | 91 | 100 | 98 | 97 |
| Service Occupations | 91 | 93 | 96 | 94 |
| Arts | 75 | 83 | 93 | 89 |
| Communications | - | 100 | 100 | 100 |
| Mathematics | - | 100 | 100 | 100 |
| Science | 100 | - | 96 | 96 |
| Social Sciences | 100 | 100 | 100 | 100 |
| All Respondents | 93 | 91 | 96 | 94 |

Table 38
Percent of Respondents by Evaluation
of CCD Schooling, by Curriculum Area, and by Campus

| Curriculum Area | Excellent | | | | Very Good | | | | Average | | | | Little Value | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD | A | N | R | CCD |
| Business Occ. | 27* | 3 | 27 | 17 | 65 | 72 | 40 | 60 | 8 | 22 | 33 | 22 | - | 3 | - | 1 |
| Health Occ. | 5 | 32 | 23 | 20 | 45 | 51 | 69 | 51 | 45 | 11 | 8 | 24 | 5 | 6 | - | 5 |
| Industrial Occ. | 14 | 9 | 25 | 20 | 49 | 54 | 54 | 53 | 23 | 36 | 15 | 20 | 14 | - | 6 | 7 |
| Service Occ. | 18 | 29 | 36 | 30 | 73 | 71 | 44 | 58 | - | - | 20 | 10 | 9 | - | - | 2 |
| Arts | 13 | 14 | 20 | 18 | 50 | 57 | 63 | 60 | 37 | 29 | 17 | 22 | - | - | - | - |
| Comm. | - | - | 33 | 20 | - | 100 | 33 | 60 | - | - | 34 | 20 | - | - | - | - |
| Math. | - | - | - | - | - | 100 | - | 50 | - | - | 100 | 50 | - | - | - | - |
| Science | - | - | 36 | 32 | 67 | - | 52 | 54 | 33 | - | 12 | 14 | - | - | - | - |
| Social Sciences | 33 | 50 | 50 | 43 | 33 | - | - | 14 | 34 | 50 | 50 | 43 | - | - | - | - |
| All Resp. | 14 | 18 | 25 | 21 | 53 | 60 | 52 | 54 | 28 | 18 | 21 | 22 | 5 | 4 | 2 | 3 |

*Percents add horizontally to 100 for each curriculum area for each campus and for CCD. The 27 indicates that 27% of the Auraria respondents in Business Occupations rated their CCD schooling as excellent.

## PART V

## MISCELLANEOUS CROSS-COMPARISONS

The last section for analysis takes a selected group of factors or characteristics and compares them with other selected factors. This type of analysis could yield several hundred cross-comparisons with the data available. Many of these would be useless or would contribute little to our knowledge about the College. Fourteen cross-comparisons are made in this part of the report.

Employment Status Compared to Reasons for Taking Vocational Program
(Table 39)

In this comparison the group which reported the highest employment rate was the one which indicated the program was taken to upgrade present skills. This percentage (91% employed) of course, reflects that probably most of the group were employed prior to and/or during the time of their CCD schooling.

Interestly, the next highest group was that in which it was stated that it took the program for personal improvement (73% employed). This again may reflect previous employment.

The percentage differences among the remaining groups were small and were as follows:

| | | |
|---|---|---|
| Develop Job-Entry Skills | - | 65% employed |
| New Occupation | - | 64% employed |
| To Enter Four-Year College | - | 62% employed |

The patterns by campus for the first and last response groups were the same as the College as a whole except that at North, the response group planning to enter a four-year college had a 100% employment rate. The two groups which had the most consistent pattern across the three campuses were those

who enrolled to upgrade skills and for personal improvement. At Red Rocks Campus those enrolled to learn a new occupation had an 88% employment level and those enrolled to develop job-entry skills had a 76% employment level. The same two groups had low percentages of employment at Auraria (50% and 30% respectively).

This category of information points up the need for additional data such as prior employment rates.

Table 39
Percent of Employed Respondents by
Reason for Taking Vocational Program and by Campus

| Reasons | A | N | R | CCD |
|---|---|---|---|---|
| Learn New Occupation | 50* | 61 | 88 | 64 |
| Upgrade Present Job Skills | 81 | 93 | 93 | 91 |
| Develop Job-Entry Skills | 33 | 65 | 76 | 65 |
| To Enter 4-Year College | 50 | 100 | 55 | 62 |
| Personal Improvement | 71 | 65 | 81 | 73 |

*Fifty percent of Auraria respondents who indicated that they took the vocational program to learn a new occupation were employed.

Employment Status by Type of Degree or Certificate Received (Table 40)

This comparison indicated that those receiving the Associate Degree had the highest rate of employment (75%), although those with a Certificate of Achievement were a very close second (73%). Red Rocks graduates with Certificates of Completion were above those with Associate Degrees (89% to 80%) in terms of employment, and on North Campus the two groups were tied at 72%. Those with Certificates of Achievement had a considerably lower employment rate of 55%, and this group of graduates had the lowest rate on all three campuses.

Table 40
Percent of Employed Respondents for
Each Type of Degree or Certificate and by Campus

| Type of Degree Or Certificate | A | N | R | CCD |
|---|---|---|---|---|
| Associate Degree | 70* | 72 | 80 | 75 |
| Certificate of Completion | 59 | 72 | 89 | 73 |
| Certificate of Achievement | 38 | 59 | 73 | 55 |

*Seventy percent of Auraria respondents who received an Associate Degree were employed.

Reasons for Taking Vocational Program by Type of Degree or Certificate Received (Table 41)

Those persons who attended CCD to obtain credits for a four-year college were most likely to earn an Associate Degree (97%) rather than a Certificate (3%). Those seeking to upgrade skills and attending for personal reasons were second and third (76% and 73%, respectively) in choosing Associate Degrees.

The groups with the highest percentages of Certificates of Achievement were those entering to learn a new occupation or to learn job-entry skills, each with slightly above 20% receiving this Certificate.

When responses for those who received a Certificate of Completion were examined as to reasons for entering CCD little difference was found. All categories were below 20% except for those earning credits for a four-year college. Those entering for four-year college credit had no one receiving the Certificate of Completion.

Campus departures from the College averages were as follows: above average percentages received the Associate Degree in the category to learn a new occupation at Red Rocks with corresponding below average percentages at Auraria. The reverse was true between these two campuses in the percentage of Certificates of Achievement issued to those attending for job-entry skills. Auraria had 33% in this category to only 9% for Red Rocks. In the groups attending for personal improvement, Auraria had an above average of 88% receiving the Associate Degree and North was below average with only 5%.

Analysis of these data is rather complicated in that a number of combinations of relationships exist and therefore the reader is referred to Table 41 for more information.

Table 41
Percent of Respondents Who Received Each Type* of Degree or Certificate by Reasons for Taking Vocational Programs by Campus

| Why Enrolled in Vocational Program? | A | | | N | | | R | | | CCD | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | AD | CA | CC | AD | CA | CC | AD | CA | CC | AD | CA | CC |
| Learn new Occupation | 59** | 24 | 17 | 63 | 27 | 10 | 85 | 6 | 8 | 67 | 21 | 12 |
| Upgrade Present Skills | 78 | 17 | 6 | 68 | 12 | 20 | 83 | 8 | 9 | 76 | 11 | 13 |
| For Job Entry Skills | 67 | 33 | - | 61 | 24 | 15 | 73 | 9 | 18 | 63 | 22 | 15 |
| For 4-Year College | 90 | 10 | - | 100 | - | - | 97 | 3 | - | 97 | 3 | - |
| Personal Improvement | 88 | 12 | - | 59 | 10 | 31 | 79 | 4 | 17 | 73 | 8 | 19 |

*AD = Associate Degree
CA = Certificate of Achievement
CC = Certificate of Completion

**Fifty-nine percent of the Auraria respondents who indicated that they took the vocational program to learn a new occupation received an Associate Degree.

Interest in More Education by Reasons for Taking Vocational Program

(Table 42)

As would be expected those students who entered CCD to earn credits for a four-year school had the highest percentage (97%) expressing an interest in more education. The second highest percentage (83%) was achieved by the group entering CCD for personal improvement. A close third (82%) were those entering to learn a new occupation. In fourth place were those entering to upgrade present skills (75%) and those least interested in more education were those coming in to learn job-entry skills (65%).

Auraria had the highest percentage and North the lowest percentage in all categories except for the group going on to four-year college where both Auraria and North showed 100% and Red Rocks was at 95%. The lowest single group was those entering to obtain job-entry skills at North Campus where only 58% indicated interest in more education.

Table 42
Percent of Respondents by Reasons for Taking Vocational Program, by Interest in More Education, and by Campus

| Reasons | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| | Yes | No | Yes | No | Yes | No | Yes | No |
| Learn a New Occupation | 98* | 2 | 71 | 29 | 87 | 13 | 82 | 18 |
| Upgrade Present Skills | 77 | 23 | 72 | 28 | 76 | 24 | 75 | 25 |
| Job-Entry Skills | 100 | - | 58 | 42 | 86 | 14 | 65 | 35 |
| For 4-Year College | 100 | - | 100 | - | 95 | 5 | 97 | 3 |
| Personal Improvement | 96 | 4 | 75 | 25 | 86 | 14 | 83 | 17 |

*Ninety-eight percent of the Auraria respondents who indicated they took the vocational program to learn a new occupation were interested in more education.

Evaluation of CCD by Reasons for Taking Vocational Program (Table 43)

The most striking thing about this table is the small degree of difference in the evaluation of CCD by students in the different categories of reasons for entering the College. The group who entered to obtain credits for transfer to a four-year college gave CCD a slightly lower evaluation than the others, only 15% giving an excellent rating compared to about 20% for the other groups. This same group was slightly more prone to call CCD just average. Transfer students at North were most critical with only 10% giving an excellent rating and 20% stating that their program was of little value or poor. Those at North who took their program for personal improvement were also quite critical with again only 10% providing an excellent rating. The most critical students at Auraria were those who entered to upgrade present skills providing only an 8% excellent rating and a 6% little value or poor rating. The most critical group at Red Rocks were the transfer students who provided a 20% excellent rating but gave no little value or poor ratings.

Table 43
Percent of Respondents by Reasons for
Taking Vocational Program, by Evaluation*
of CCD Schooling, and by Campus

| Reasons | A | | | | N | | | | R | | | | CCD | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | E | VG | A | LV | E | VG | A | LV | E | VG | A | LV | E | VG | A | LV |
| Learn New Occupation | 18** | 52 | 26 | 4 | 23 | 62 | 13 | 2 | 29 | 48 | 21 | 2 | 23 | 54 | 20 | 3 |
| Upgrade Present Skills | 8 | 58 | 28 | 6 | 20 | 60 | 16 | 4 | 24 | 54 | 20 | 2 | 19 | 57 | 21 | 3 |
| For Job-Entry Skills | 17 | 50 | 33 | - | 18 | 47 | 23 | 12 | 20 | 65 | 15 | - | 19 | 56 | 21 | 4 |
| For 4-Year College | 20 | 50 | 30 | - | 10 | 50 | 20 | 20 | 15 | 59 | 22 | - | 15 | 58 | 23 | 3 |
| Personal Improvement | 21 | 58 | 21 | - | 10 | 69 | 17 | 4 | 27 | 49 | 22 | 2 | 20 | 58 | 20 | 2 |

* E = Excellent
VG = Very Good
A = Average
LV = Little Value or Poor

**Eighteen percent of the Auraria respondents who indicated they took the vocational program to learn a new occupation rated their CCD schooling as excellent.

Relationship of Job to School Training by Reasons for Taking Vocational Program (Table 44)

The group with the highest percentage stating their job was related to their training was the group who entered to upgrade present skills (74%). The lowest percentage came from the transfer students (35%). The pattern of responses was quite similar among the campuses. Auraria had only 33% stating their job was related to their training among those who entered to obtain job-entry skills as compared to 77% at Red Rocks.

Table 44
Percent of Respondents by Reasons for Taking Vocational Program, by Relationship of Job to School Training, and by Campus

| Reasons | A | | | N | | | R | | | CCD | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No |
| Learn New Occupation | 62* | 19 | 19 | 63 | 18 | 19 | 49 | 18 | 33 | 58 | 18 | 24 |
| Upgrade Present Skills | 76 | 14 | 10 | 69 | 19 | 12 | 78 | 14 | 8 | 74 | 16 | 10 |
| For Job-Entry Skills | 34 | 33 | 33 | 55 | 14 | 31 | 77 | 8 | 15 | 58 | 14 | 28 |
| For 4-Year College | - | - | 100 | 50 | 20 | 30 | 35 | 25 | 40 | 35 | 21 | 44 |
| Personal Improvement | 44 | 19 | 37 | 56 | 13 | 31 | 43 | 31 | 26 | 48 | 22 | 30 |

*Sixty-two percent of the Auraria respondents who indicated they took the vocational program to learn a new occuptation had a job that was related to their school training.

Relationship of Job to School Training by Type of Degree or Certificate Received (Table 45)

Those students who received the Certificate of Completion had the highest percentage reporting that their job was related to their education (67%). Next were those receiving the Certificate of Achievement (64%), and then those receiving the Associate Degree reported a 58% relationship.

The greatest deviations from the College averages were as follows: on the Auraria campus 87% of the recipients of both types of certificates indicated a relationship between their training and their present job. That is over 20 percentage points above the College average.

On the Red Rocks campus 50% of the recipients of the Certificate of Achievement noted a relationship between training and job and 33% gave a definite no (17% said partly related) to this question. Otherwise the campus percentages were close to the overall college percentages.

Table 45
Percent of Respondents by Type of Degree or Certificate, by Relationship of Job to School Training, and by Campus

| Degree or Cert. | A | | | N | | | R | | | CCD | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No |
| Associate Degree | 53* | 20 | 27 | 63 | 10 | 27 | 54 | 16 | 30 | 58 | 14 | 28 |
| Certificate of Completion | 87 | - | 13 | 65 | 14 | 21 | 62 | 38 | - | 67 | 18 | 15 |
| Certificate of Achievement | 87 | 13 | - | 60 | 30 | 10 | 50 | 17 | 33 | 64 | 25 | 11 |

*Fifty-three percent of the Auraria respondents who received an Associate Degree had a job which was related to their school training.

Helpfulness of the CCD Program by Five Pertinent Factors

(Tables 46, 47, 48, 49, 50)

A number of factors were examined against the question, "Was your CCD program helpful?" The problem in doing this is the fact that such a relatively few students said the program was not helpful that the variations were very small. The maximum variation in percentage points was only 14 and most factors differed within a range of 5 percentage points.

Differences in the attitude toward their program by those who were employed and those not employed was small. The unemployed graduates actually rated their programs more helpful (95%) than the employed graduates (93%). This was true for CCD as a whole and both the Auraria and North graduates. On the Red Rocks campus the employed students gave a 96% rating on helpfulness as compared to 93% by the unemployed.

Analyzing the helpfulness of the program as viewed by recipients of different types of degrees or certificates also yielded minor differences. Recipients of Certificates of Completion gave the best rating (98% helpful) compared to recipients of Certificates of Achievement (94%) and recipients of Associate Degrees (93%). Associate Degree recipients gave the lowest percentage approval on both Auraria and Red Rocks. However, on North Campus the recipients of Certificates of Achievement gave the lowest rating of helpfulness (90%) as compared to recipients of Associate Degrees (91%). Recipients of Certificate of Completion gave the highest ratings on all campuses (on Red Rocks, all recipients of both types of certificates indicated their program was helpful).

The helpfulness rating given by graduates who were attending school part-time as compared to those attending full-time showed little difference. It varied by only 6 percentage points, between 94% and 100% helpful.

Those graduates not in school at all tended to rate the helpfulness of the College a little lower (92%) as compared to those in school (96%). Lowest ratings came from those not currently in school who had graduated from North (87%) and from Auraria (89%).

Although the differences were very small, a strong incongruity emerged in one comparison. This was in comparing the helpfulness of CCD between those who said they were interested in more education with those who expressed no interest in further education. Those who said they were not interested in more education rated their CCD program more helpful (96% to 33%). This was true for CCD as a whole and for both Auraria (100% to 92%) and North (96% to 90%). The Red Rocks graduates who were interested in more education gave a slight edge to the helpfulness of their programs (95% to 94%).

Table 46
Percent of Respondents Who Indicated
Their CCD Program Was Helpful by
Employment Status and by Campus

| | A | N | R | CCD |
|---|---|---|---|---|
| Employed | 91* | 90 | 96 | 93 |
| Not Employed | 96 | 95 | 93 | 95 |

*Ninety-one percent of the Auraria respondents who were employed indicated their CCD program was helpful.

Table 47
Percent of Respondents Who Indicated Their
CCD Program Was Helpful by Type of Degree
or Certificate and by Campus

| Degree or Certificate | A | N | R | CCD |
|---|---|---|---|---|
| Associate Degree | 91* | 91 | 95 | 93 |
| Certificate of Completion | 100 | 97 | 100 | 98 |
| Certificate of Achievement | 96 | 90 | 100 | 94 |

*Ninety-one percent of the Auraria respondents who received an Associate Degree indicated their CCD Program was helpful.

Table 48
Percent of Respondents Who Indicated Their
CCD Program Was Helpful by Full-Time / Part-Time
School Attendance and by Campus

| Status | A | N | R | CCD |
|---|---|---|---|---|
| Attending Full-Time | 95* | 94 | 95 | 95 |
| Attending Part-Time | 86 | 96 | 95 | 94 |

*Ninety-five percent of the Auraria respondents who were attending school full-time indicated their CCD program was helpful.

Table 49
Percent of Respondents Who Indicated Their
CCD Program Was Helpful by Interest in
More Education and by Campus

| Response | A | N | R | CCD |
|---|---|---|---|---|
| Interested in More Education | 92* | 90 | 95 | 93 |
| Not Interested in More Education | 100 | 96 | 94 | 96 |

*Ninety-two percent of the Auraria respondents who indicated they were interested in more education stated their CCD program was helpful.

Table 50
Percent of Employed Respondents by Helpfulness
of CCD Program, by Relationship of Job to
School Training, and by Campus

| | A | | | N | | | R | | | CCD | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Helpfulness | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No |
| Program Helpful | 60* | 20 | 20 | 65 | 16 | 19 | 56 | 19 | 25 | 59 | 19 | 22 |
| Program Not Helpful | - | - | 100 | 33 | 33 | 34 | 29 | 14 | 57 | 23 | 15 | 62 |

*Sixty percent of the employed Auraria respondents who indicated their CCD program was helpful were employed in a job related to their school training.

Evaluation of CCD by Employment Status and by Relationship of Job to Training (Table 51 and Table 52)

Using the evaluation ratings we found the same slight differences that appeared in the "helpfulness scale." For CCD as a whole, the evaluation ratings by those employed and those not employed ended in a dead heat. Only one or two percentage points separated the two groups.

Table 51
Percent of Respondents by Evaluation of
CCD Schooling, by Employment Status, and by Campus

| | A | | N | | R | | CCD | |
|---|---|---|---|---|---|---|---|---|
| Rating | E | U | E | U | E | U | E | U |
| Excellent | 12* | 15 | 18 | 20 | 26 | 24 | 21 | 21 |
| Very Good | 56 | 50 | 62 | 55 | 50 | 58 | 54 | 54 |
| Average | 26 | 33 | 17 | 23 | 23 | 18 | 22 | 24 |
| Little Value | 1 | 2 | 1 | 2 | 1 | - | 1 | 1 |
| Poor | 5 | - | 2 | - | - | - | 2 | - |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

*Twelve percent of the Auraria respondents who were employed rated their schooling as excellent.

Table 52
Percent of Employed Respondents by Evaluation of CCD Schooling, by Relationship of Job to School Training, and by Campus

| Rating | A | | | N | | | R | | | CCD | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No | Yes | Partly | No |
| Excellent | 38* | 25 | 37 | 80 | 7 | 13 | 56 | 21 | 23 | 60 | 18 | 22 |
| Very Good | 58 | 20 | 22 | 60 | 22 | 18 | 59 | 16 | 25 | 59 | 19 | 22 |
| Average | 58 | 16 | 26 | 56 | 6 | 38 | 43 | 22 | 35 | 50 | 17 | 33 |
| Little Value | 100 | - | - | - | - | 100 | - | 100 | - | 25 | 50 | 25 |
| Poor | 100 | - | - | 100 | - | - | 100 | - | - | 100 | - | - |

*Percents add horizontally to 100 for each rating for each campus and for CCD. The 38 indicates that 38% of the employed Auraria respondents who rated their schooling as excellent were employed in a job related to their school training.

PART VI

SUMMARY

This section summarizes the first five parts of the report. Pertinent material from each section is incorporated into the summary.

Part I: General Characteristics

Six hundred and ninety-eight of the 919 Spring, 1977 graduates responded to the follow-up survey. Of this number 72% received Associate Degrees, 14% received Certificates of Achievement, and 14% received Certificates of Completion.

North Campus had the greatest number of graduates (49%) followed by Red Rocks (33%) and Auraria (18%). Eighty-seven percent of the respondents at Red Rocks earned Associate Degrees whereas 68% of the Auraria respondents and 64% of the North respondents earned this particular degree.

Certificates of Completion were earned by 13% of those from Auraria, 17% from North, and 8% from Red Rocks. Finally, 19% at both Auraria and North and 5% at Red Rocks earned Certificates of Achievement.

When the data were examined by division, those respondents enrolled in Health Occupations provided the largest number of graduates (28%). This division was followed by Industrial Occupations and Service Occupations, each with 18%. Those enrolled in the Business Occupations division generated 14% and all divisions classified as General Studies generated 21% of the graduates.

Part II: Selected Characteristics by Campus

Eighty percent of Red Rocks graduates, 70% of North graduates, and 62% of Auraria graduates indicated they were employed. Of those employed, three-fourths stated they were employed full-time. Among those graduates unemployed, 56% indicated they were not seeking employment for various reasons, primary of which was current or impending school attendance.

Seventy percent of the graduates employed out of the Red Rocks Campus were earning $5.00 or more per hour. This compares to 48% from Auraria and 37% from North. One percent of the graduates from all campuses were earning $1.59 or less per hour.

When examining the factors in selecting a job the rate of pay was the major factor for Auraria and Red Rocks graduates whereas experience was the major factor for those graduates from North. Location of the job was the second most important factor among the North and Red Rocks graduates while those responding from Auraria indicated that it was the only job available as the second most frequent factor.

Sixty-three percent of the North graduates, 61% of Auraria, and 55% of the Red Rocks Campus graduates indicated that their job was related to their school training.

When the respondents were asked why they undertook the vocational program at CCD each Campus varied as to its responses. Of the Auraria graduates, to learn a new occupation was the major reason. For North, to develop job-entry skills was the major reason and Red Rocks graduates indicated that they enrolled in order to upgrade their present job skills.

After their experience at CCD, 91% of the Auraria graduates, 84% of the Red Rocks graduates, and 65% of the North graduates indicated they were interested in more education. Even higher percentages were found among the graduates when they were asked if they felt that their experience at CCD was helpful to them. Ninety-six percent of the Red Rocks graduates, 93% of the Auraria graduates, and 91% of the North graduates stated that CCD programs had helped them.

Seventy-eight percent of the North graduates who responded indicated that they thought the education they received at CCD was very good to excellent. Seventy-seven percent of the Red Rocks graduates indicated as such whereas 67% of the Auraria graduates rated their school as very good or excellent. Only 3% of all respondents gave ratings of below average or poor.

Part III: Occupational Studies Graduates Versus General Studies Graduates--Total College

Of the graduates who responded to the survey the Occupational Studies graduates had a higher percentage employed than did the General Studies graduates (74% compared to 64% respectively). This difference was found on all three campuses. Percentagewise, a greater number of General Studies graduates were employed full-time as compared to full-time employment among the Occupational Studies graduates.

General Studies graduates had a somewhat higher percentage earning $5.00 or more per hour than Occupational Studies graduates, but they also had a higher percentage earning below $3.00 per hour.

Of the General Studies graduates who were unemployed, 88% stated that they were in that category by choice, in that they were not actively seeking employment. When the unemployed Occupational Studies graduates were examined it was found that 47% were unemployed by choice and were not actively seeking employment.

The rate of pay was the most important factor in selecting a job for both Occupational Studies and General Studies graduates (28% for both groups). The second most important factor in job selection was the location of the job (21% responding on this factor for Occupational Studies and 24% for General Studies graduates). This general pattern held true among all three campuses.

Sixty-seven percent of those in Occupational Studies indicated that their education was related to their job, whereas, only 20% of the General Studies graduates responded as such. Again, this general pattern held true among all three campuses.

When the question about reasons for taking the vocational program at CCD was examined, 25% of the General Studies graduates indicated they undertook the program so that they could enter a four-year college. Another 25% of the General Studies graduates stated they took the program for personal improvement.

When the Occupational Studies graduates were viewed only 20% indicated they undertook the vocational program in order to enter a four-year college or for personal improvement. Thirty-one percent of the Occupational Studies graduates indicated that they undertook the program in order to upgrade their present job skills. Thirty percent of the group stated that they were in the vocational program in order to acquire job-entry skills.

In rating the helpfulness of the CCD program there was little difference between Occupational Studies graduates and General Studies graduates. Both groups rated the CCD program as being helpful (93% and 95% respectively). In rating the quality of education received at CCD, General Studies graduates gave the institution slightly higher marks than did Occupational Studies graduates. Twenty-four percent of the General Studies respondents rated their schooling as excellent as compared to 19% of the Occupational Studies respondents.

Part IV: Comparisons by Curriculum Area

Graduates responsed to which of nine curriculum areas they had been emphasizing. These nine areas were: Business Occupations, Health Occupations, Industrial Occupations, Service Occupations, Arts, Communications/Literature, Mathematics, Science, and Social Sciences. One hundred percent of the graduates who responded to the survey and were enrolled in Mathematics indicated they were employed. This was followed by 85% in Industrial Occupations, 70% in Business Occupations, 69% in Health Occupations, and 67% in Service Occupations who indicated they were employed. The remaining areas each had less than 62% employed.

Of those respondents who were unemployed, the highest percentages seeking employment were found in Business Occupations, Service Occupations, and Industrial Occupations (60%, 55%, and 55% respectively). Of the graduates in Arts and in Science who were unemployed, only 10% were seeking employment. Either being in school or planning to enter school was given as the most frequent reason for not seeking employment.

When examining the factors in selecting a job, experience was the primary factor in taking their present job for graduates in Business Occupations and

Health Occupations. The rate of pay was the major consideration indicated by those graduates of Industrial Occupations, Arts, Science, and Mathematics.

Graduates in Science and in Health Occupations stated the greatest relationship between their education and their job. Graduates in Social Sciences, Arts, and Communications found the least relationship between their schooling and their current job.

When the question about reasons for taking the vocational program was examined, there was a great deal of differentiation among the areas. To learn a new occupation was the primary reason for Health Occupations graduates, to upgrade present job skills and for personal improvement had the greatest number of respondents in Mathematics. Graduates in Social Sciences had the greatest percentage of respondents who entered to gain job-entry skills and finally, when to earn credit for four-year college was reviewed, those graduates in Communications had the greatest percentage of respondents in this category.

Over 90% of the graduates of Arts, Communications, Science, and Social Sciences expressed interest in more education. Those areas whose graduates had the least interest in further education were Service Occupations (64%), Industrial Occupations (60%), Business Occupations (73%), and Health Occupations (78%).

In general, most of the graduates felt that their CCD program had helped in some manner. When the areas were evaluated, those graduates from Service Occupations and Science indicated that 86% felt the quality of education was very good or excellent. Forty-three percent of the graduates in Social Sciences rated their program as excellent. All areas with the exception of Mathematics and Social Sciences had combined ratings of excellent or very good in excess of 70% (it should be noted that Mathematics and Social Sciences only generated a total of fifteen respondents).

Part V: Miscellaneous Cross-Comparisons

When employment status was compared to reasons students took the program it was found that the highest employment rate was associated with to upgrade present skills (91%). The second highest group which was employed (73%) were those who stated they took the program for personal improvement.

The Associate Degree holders had the highest rate of employment (75%) followed very closely by Certificate of Achievement (73%).

Those respondents who attended CCD to obtain credits for transfer to a four-year college were most likely to earn an Associate Degree (97%) rather than a Certificate (3%). Those seeking to upgrade job skills and attending for personal reasons were second and third in choosing Associate Degree programs (76% and 73%, respectively). The groups with the highest percentage of Certificates of Achievement were those entering to learn a new occupation or to learn job-entry skills. Responses for those who received a Certificate of Completion were about equally distributed among the five reasons for entering the College.

The respondents who entered CCD to attain credits for a four-year school had the highest percentage (97%) expressing an interest in more education. Other groups interested in more education were those entering for personal improvement (83%) and those entering to learn a new occupation (82%).

There appears to be no relationship between evaluation of CCD and reasons for entering College.

When examining the cross-tabulation of relationship of job to training by reason for enrollment in vocational programs, the group with the highest percentage indicating a relationship were those who entered to upgrade present job skills (74%).

Those graduates who received the Certificate of Completion had the highest percentage reporting that their job was related to their education (67%). Following close behind were those respondents who had received the Certificate of Achievement, 64% of this group indicated that their job was related to their education. Finally, those receiving the Associate Degree reported a 58% relationship.

When the question was your CCD program helpful was evaluated by five pertinent factors, very few differences emerged. This was a result of the fact that so few students said the program was not helpful, thus yielding

little, if any, variation with employment status, type of Degree or Certificate, current school attendance, interest in more education, or helpfulness of CCD program.

Finally, when evaluation of CCD was examined by employment status and relationship of job to training no difference was exhibited between the groups as to how they rated their educational experience at CCD.

## PART VII

## RECOMMENDATIONS FOR FUTURE STUDIES

There is no doubt that the data provided by the "Follow-up Survey" and analyzed in this study yield some interesting comparisons and some useful information for program planning and implementation. Some of the survey data provide very usable information, whereas other aspects are of less or even doubtful value. Some items might be deleted, others modified, and still other items need to be added.

The following recommendations, if implemented, will strengthen future studies and yield more useful data.

1. Design the study for easier computer analysis. The large sample involved, plus the high number of variables, make it imperative that the study be compatible with computer programming requirements. The survey instrument should be redesigned with this in mind. While being designed for computer usage, it should also be attractive and designed to encourage completion and return by respondents.

2. The questionnaire should be reviewed carefully for any area of misinterpretation. For example, question 5 in Part I of the instrument, "Why did you take the job?", one of the possible responses is experience. Does this mean that the person took the job because his/her experience qualified him/her for the job, or does it mean he/she took the job to acquire experience?

3. Certain items are obsolete or apply to so few persons as to be useless. For example, only one person out of 698 said he was not looking for work due to military influence. Also, only one person checked sick as the reason for not seeking employment.

4. The wage categories need revision. Only 1% of the respondents indicated wages below $1.60 per hour.

5. Some questions with multiple responses should require respondent to rank-order responses, or the question should be rewritten as separate entitites.

6. Question 5 in Part II of the questionnaire states "Why were you enrolled in the vocational program?". This appears to be aimed at Occupations students and implies that General Studies students should not respond. Yet, one of the printed choices is needed credits for four-year college entry. Another response is personal improvement. It is not clear from the responses whether General Studies students are answering this question or not.

7. The question "Are you interested in more education?" should be expanded. Other related items of interest would be: Where; CCD or four-year college, etc.; Type; general, occupational, etc.; Method of delivery; night classes, no credit, etc.

8. The question "Did your community college education program really help you?", should be expanded to provide for more specifics. How did it help? In what way? Since 94% of the respondents indicated that it helped, it is not very useful in its present form.

9. Clarification of questionnaire items would suffice for present usage of results. If follow-up information is to become a major consideration in curriculum planning, complete review of the questionnaire is needed. Persons involved in this review should be representative of all concerned groups.

10. The questionnaire seems to be aimed heavily at the Occupational student and his/her subsequent employment. Although there is overlap among the following groups, 200 of the respondents indicated they were unemployed, 125 students indicated they had come to CCD for personal improvement, 210 indicated they were currently attending school, and 480 indicated they were interested in more education. It would seem from these figures that more questions might be directed at these areas, including questions on problems of transfer to four-year schools.

11. There should be more emphasis on asking for constructive criticism which could be used at all levels to improve the College.

12. It would be worthwhile to consider the question of the timing of the study. Is six weeks after graduation, mid-summer for spring graduates, a good time to make the study? Perhaps there are constraints that make this necessary. If not, maybe it would be better to do the study three or six months after graduation. Perhaps an additional study after a year or two would also be helpful.

In summary, it is felt that the follow-up study is one of the major sources of information for use in institutional planning. It plays the role for the institution that student evaluators provide for individual faculty members. It is felt that the process should continue, but also that it should be improved and made more useful.